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ABSTRACT

This manual describes an alternative service delivery model, developed at Park Hill School District in Missouri, that involves regular and special education secondary-level teachers in a collaborative instructional delivery system. Its three major components include: (1) "A Class within a Class" which places the teacher of mild/moderate learning disabled students in the regular classroom setting to monitor student progress, provide modified materials, and reinforce various skills, while maintaining the regular teacher as primarily responsible for course content; (2) collaborative curriculum development committees involving both regular and special education teachers in writing curriculum and teaching strategies; and (3) the development of a learning strategies curriculum. The program evaluation plan focuses on the appropriateness of the curriculum used, the success of the students involved, the satisfaction of students and parents, and an evaluation of teacher performance. (JDD)

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PARK HILL SECONDARY LEARNING DISABILITY PROJECT:

AN ALTERNATIVE SERVICE DELIVERY MODEL

IMPLEMENTATION MANUAL

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Preface

The Park Hill Secondary Learning Disability Project, is an alternative service delivery model that addresses a long standing need in education to involve regular and special education teachers in a collaborative instructional delivery system. This project resulted from an interdisciplinary team of educators recognizing the need to prevent failure of students with learning disabilities in regular education. It offers realistic alternatives in the regular classroom environment for students with mild to moderate learning disabilities and provides a support system for all other learners in the classroom.

The project was initially funded in (1984) by the Missouri Department of Elementary and Secondary Education, Section Special Education. The major components of this project are:

1. a service delivery system referred to as, "A Class Within a Class", which places the teacher of learning disabled students in the regular classroom setting, emphasizing the collaboration between the regular and special teacher;

2. collaborative curriculum development committees with teachers of the learning disabled and regular education writing curriculum and teaching strategies together;

3. the development of a learning strategies curriculum that assists students in learning how to learn which will enhance transition and survival in the mainstream.

Individually, these three components are not unique to the field of education. However, it is through the integration of these components that regular and special education teachers collaboratively plan and provide effective curriculum and instruction.

The Park Hill Secondary Learning Disability Project Implementation Manual is a result of the need to provide information and technical assistance to school district personnel in the implementation of this project or any single component.

Gerald Reynaud

Rationale for Change

A major problem facing American education today is that of delivering quality instruction while at the same time meeting the learning needs of students in an increasingly complex society. These and similar problems have been identified in the final report of the National Commission on Excellence in Education (NCEE 1983). This report cites declining achievement scores, high numbers of functionally illiterate adults, and the lack of "higher order" intellectual skills among many secondary students.

Students of today come from a varied background, displaying variance in their learning characteristics and levels of achievement thereby presenting a major challenge to the instructional process. The educational system has reacted to this increase in heterogeneity by categorizing atypical learners, and placing them in categorical or restrictive learning environments. This trend has encouraged unnecessary segregation of many students from their peers which may become a financial burden to the educational system. A growing body of research suggests that the multiplicity of categorical programs has led to a number of problems.

Instructional classifications are not based upon the characteristics of the students, but rather upon the values of the educational system. Forms of segregation in educational settings is often attributed to bias in the assessment process (Ysseldyke and Algozzine 1982). One approach to this form of segregation is to eliminate disability labels and categories and merge special with regular education into a more unified system which addresses the unique learning needs of all students. (Stainback and Stainback 1984).

There is no conclusive evidence that segregated programs for most categories of special students are more effective than instructing those students in the regular classroom (Carlberg and Kavale, 1980). Furthermore, the gains accomplished by separating students from their assigned regular classes will be minimal or non-existent unless considerable effort at integration and transfer of learning occurs among programs. To be successful, integration must include the coordination of the special instruction with that content being taught in the regular setting, communication among the professionals working with the same student, and efforts to help students transfer their learning from one setting to another.

The growing opinion of teacher educators is that the body of knowledge, skills, and attitude required for success in teaching "special" groups of students is the same for the teachers of students in the regular classroom. Regular teachers can learn to individualize and to adapt their programs to a variety of learners in the classroom if they do not do so already.

Research suggests that good teaching draws from students their own resources and self-sufficiency in the educational process. Good teaching is also characterized by cooperative goal setting, appropriate instructional objectives, differentiating curriculum materials, grouping students appropriately, and knowing a variety of approaches or strategies for reaching any given instructional goal. All these qualities not only assist the so-called ordinary student, but also accommodate those students whom educators have tended to label as "different" in recent years. With the exception of those students who demonstrate severe disabilities, good teaching practices as found in many regular settings would be appropriate for a far greater range of students with their varied learning characteristics.

Since the enactment of 94-142, the concept of least restrictive environment has been shrouded in controversy

Not only did the law entitle all students to an education (i.e., special education), but it also required the system itself to change and appropriately integrate handicapped students with nonhandicapped students. Biklen (1985) raised the question of implementation when he stated that mainstreaming is regarded as a special activity best understood and implemented by special educators and yet when handicapped students are mainstreamed it automatically effects the total educational system.

Educators have expressed the concern that merely shifting students from one physical location to another will not result in improved performance unless educational procedures are developed and utilized that enable students to transfer skills learned in special education to the regular classroom (Rose, Lesser and Gottlieb, 1982). A related issue is social skills training with handicapped students to help them adapt to the mainstream (Gresham, 1982).

One of the most important implementation issues is the lack of training provided to regular educators to work with handicapped students (Ganschow, Weber and Davis, 1984; Redden and Blackhurst, 1978; Smith and Schindler, 1980). In order to redesign the working concept of mainstreaming, educators must review what has

occurred since Dunn (1968) introduced the concept. Research has suggested that in order for special students to succeed in regular classes, regular educators need intensive inservice training designed to change the way in which they perceive their teaching roles and responsibilities to individualize student needs. (Canberry, Waxman, and McKain, 1981; Corrigan, 1978; Meyen and Lehr, 1980; Reynolds, 1978). Studies have consistently shown that unless the teachers mind set is altered, no change in attitude and behavior will be forthcoming. (Ammer, 1984, Stephans and Braun, 1980). In preparing such training, curriculum developers need to carefully design activities and strategies which enhance the possibility of modifying and/or changing the attitudes, needs and preconceived biases of regular education (Kunzweiler, 1982; Larrivee, 1982).

Early efficacy studies failed to demonstrate the superiority of special classes over regular classes. This assumption continues to be supported by current data (Semmel, et.al., 1979). The issue, therefore, seems to be not whether successful integration is possible, but for which handicapped children and under what conditions can acceptable and enduring gains be obtained in the regular classroom program.

Kaufman et.al. (1975) has delineated three conditions that must be met before one who is handicapped can benefit from instruction in the regular class. First, the handicapped child's educational needs must be compatible with the instruction that is offered to nonhandicapped children. The second condition that must exist for instructional integration to occur is for the regular classroom teacher to be willing to modify instructional practices to accommodate a child whose learning style or ability may be seriously discrepant from the remaining students in the class. The third facet of instructional integration is the need for a coordinated effort between the regular classroom teacher and the supportive personnel available in the school and district.

In summary, it is evident that educational reform is imperative and that special education must play a leading roll in creating models for effective instruction for all learners. Educating students with learning problems is a local, state and federal concern and one that is a major focus of the U.S. Department of Education. Madeline C. Will, Assistant Secretary for the office of Special Education and Rehabilitative Services addresses these concerns in her writing of

Educating Children With Learning Problems: A Shared Responsibility (1987). Will expresses the reality of our need to more effectively use resources to accommodate the burgeoning number of students who are failing to learn through conventional education methods. There is a dramatic increase in the number of students who are unable to learn adequately in the general education system. If allowed to fail in large numbers, these students as adults, will represent an enormous pool of unused marginally productive manpower.

The Special education pull out approach has failed to meet the educational needs of students and has created barriers to their successful education. Will contends that building level administrators must be impowered to assemble appropriate professionals and other resources for delivering effective, coordinated, comprehensive services for all students based on individual educational needs rather than eligibility for special programs. This means special programs and regular education programs must be allowed to collectively contribute skills and resources to carry out individualized education plans based on individualized educational needs. We are encouraged to engage in experimental trials which should include systematic

methods aimed at serving students in more comprehensive ways. If we are to improve education, we must accept the general applicability of special education techniques beyond the confines of the special education class.

Success will mean the creation of a more powerful, more responsive education system, one with enhanced component parts. Will states that this does not mean that the role of special education teachers and other special assistance providers will be eliminated or diminished. Nor does it mean the consolidation of special education into regular education, thus placing an overwhelming and unfair financial burden on one part of the system.

It, however, does mean that special programs must be allowed to use their knowledge base and services to prevent students with learning problems from reaching the point of failure in the educational system. Programs should be allowed to establish a partnership with regular education to cooperatively assess the educational needs of students with learning problems and to cooperatively develop effective educational strategies for meeting those needs.

In the delivery of educational services to meet individualized needs, administrators and teachers must

be allowed to collectively contribute skills and resources to carry out appropriate educational plans. There must be the nurturing of a shared commitment to the future of all children with special learning needs.

The Park Hill Program addresses the concerns and conclusions in this review of literature and provides opportunities for successful integration of mild to moderate learning disabled students in the regular classroom. This program offers alternatives to the traditional resource, self-contained or tutorial models.

Since regular classroom teachers are not trained as learning specialists, they at times do not feel responsible or capable of meeting the unique instructional needs of handicapped students. Likewise, L.D. teachers do not have the specialized training to teach content area curriculum at the secondary level. By utilizing the expertise and capabilities of these two professionals, this program offers a service delivery model through which regular and special education can collaborate in utilizing their training and skill.

Program Model

Philosophy and Purpose

Throughout the design and implementation process of this program model (Figure 1) there is a basic underlying philosophy that all children have the innate potential to learn and that it is the role and responsibility of the public school system to provide opportunities for all learners to be successful. It is therefore the purpose of this program to meet the educational needs of dysfunctional learners in the least restrictive environment through the implementation of three major components.

Components

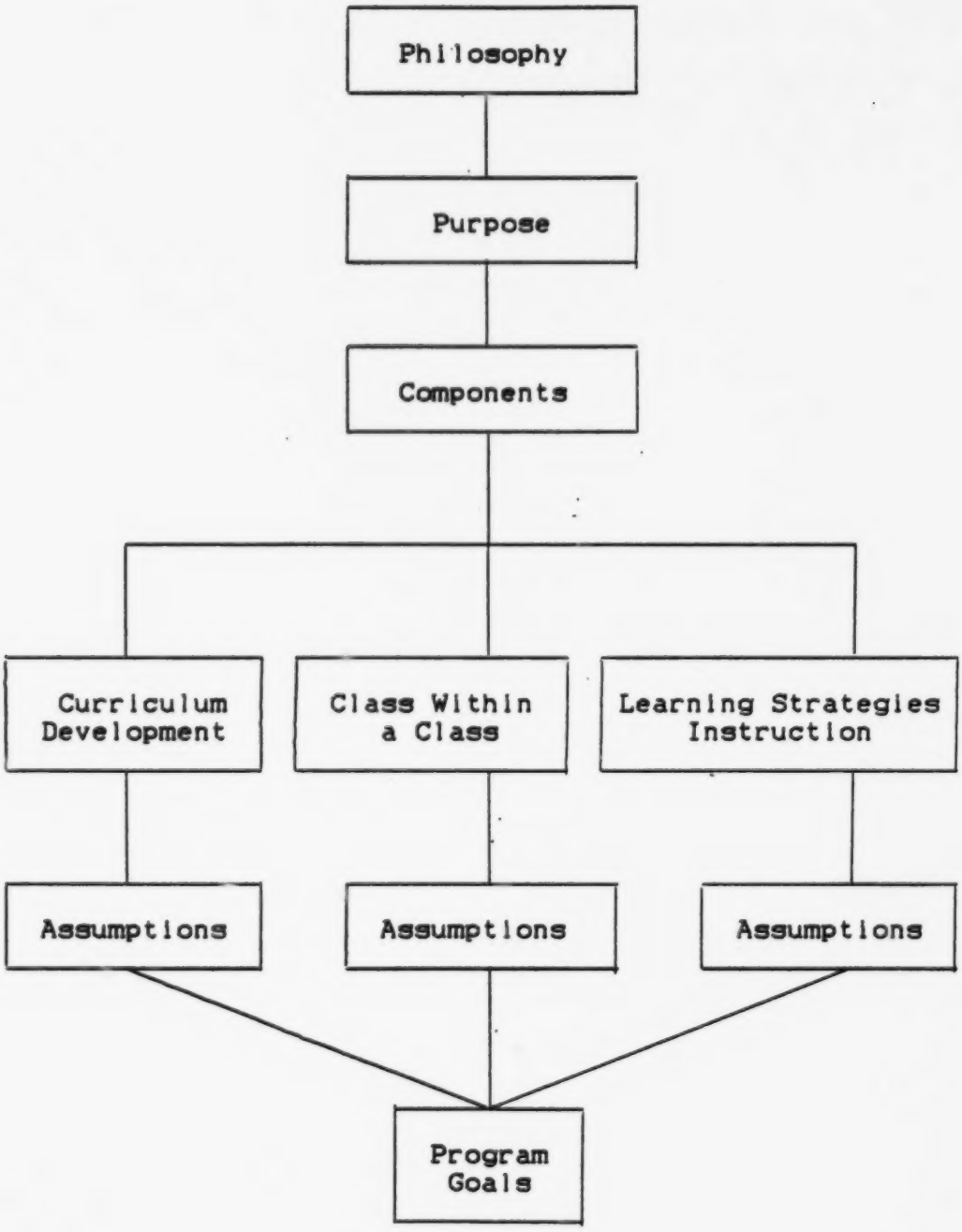
Collaborative Curriculum Development

The Park Hill Secondary Learning Disability Project requires cooperative planning of curriculum by regular and special education teachers. Various teaching strategies can be developed to insure student success in the secondary content curriculum.

A major feature of curriculum development is the compilation of various instructional strategies that could be utilized by the committee members in designing worksheets and activities. These strategies could also

Figure 1

Program Model



be utilized by the regular classroom teacher for delivery of content and testing of basic skills.

Underlying any curriculum development model are established assumptions that reflect the current level of knowledge, sophistication and skill of the agency or individuals. The following assumptions were established:

1. Students with dysfunctional learning patterns taught in mainstream classrooms with their age mates will require a curriculum adapted to their level of performance ability.

2. There exists ample information in instructional technology that would facilitate mainstream and special education teachers in developing a curriculum modified to better meet the needs of dysfunctional learners.

3. There is a sincere interest by the local school district to endorse a substantial change in teaching strategies and curriculum design to insure for the most appropriate education of dysfunctional learners.

Class Within A Class

The class within a class concept is an attempt to integrate students with learning disabilities into regular classrooms and at the same time offer them assistance which will allow them to be successful in these settings. Students identified as learning disabled are scheduled into a particular class with regular students and a regular class teacher. A teacher trained in learning disabilities is present to provide support within the class itself.

In establishing a collaborative working relationship, the regular and special education teachers should agree on the following assumptions.

1. Classroom expectations should not be changed unless they totally preclude student success.
2. The role of the special education teacher is to provide support and resources within the regular classroom that will enhance student success and allow the regular classroom teacher to teach content curriculum.
3. Learning disabled students who exhibit learning difficulties need as much social and academic contact as possible with other adolescents.
4. Most students wish to complete high school with a standard nonlimiting diploma.
5. The school district has teachers and administrators adequately trained and qualified who are committed to and capable of implementing this service delivery system.

Learning Strategies Curriculum

In addition to the supportive service available in the mainstreamed class, the student with learning disabilities will also attend a class in learning strategies in the resource room. The teacher of learning disabled students, at this time, can address and teach those learning and study skills that are necessary for successful completion of the regular classroom curriculum.

Present research supports the assumption that students with learning disabilities can be more successful in mastering content area curriculum and meeting regular classroom expectations through the use of specific learning strategies and study skills.

Program Goals

The Park Hill project program goals are:

1. To develop a joint/collaborative working relationship between special education and regular education in developing appropriate curriculum and teaching strategies to meet the needs of all learners.

2. To provide regular classroom teachers with special education personnel support in teaching dysfunctional learners in the content areas.

3. To provide students who exhibit learning disabilities with instruction in learning how to learn.

Implementation

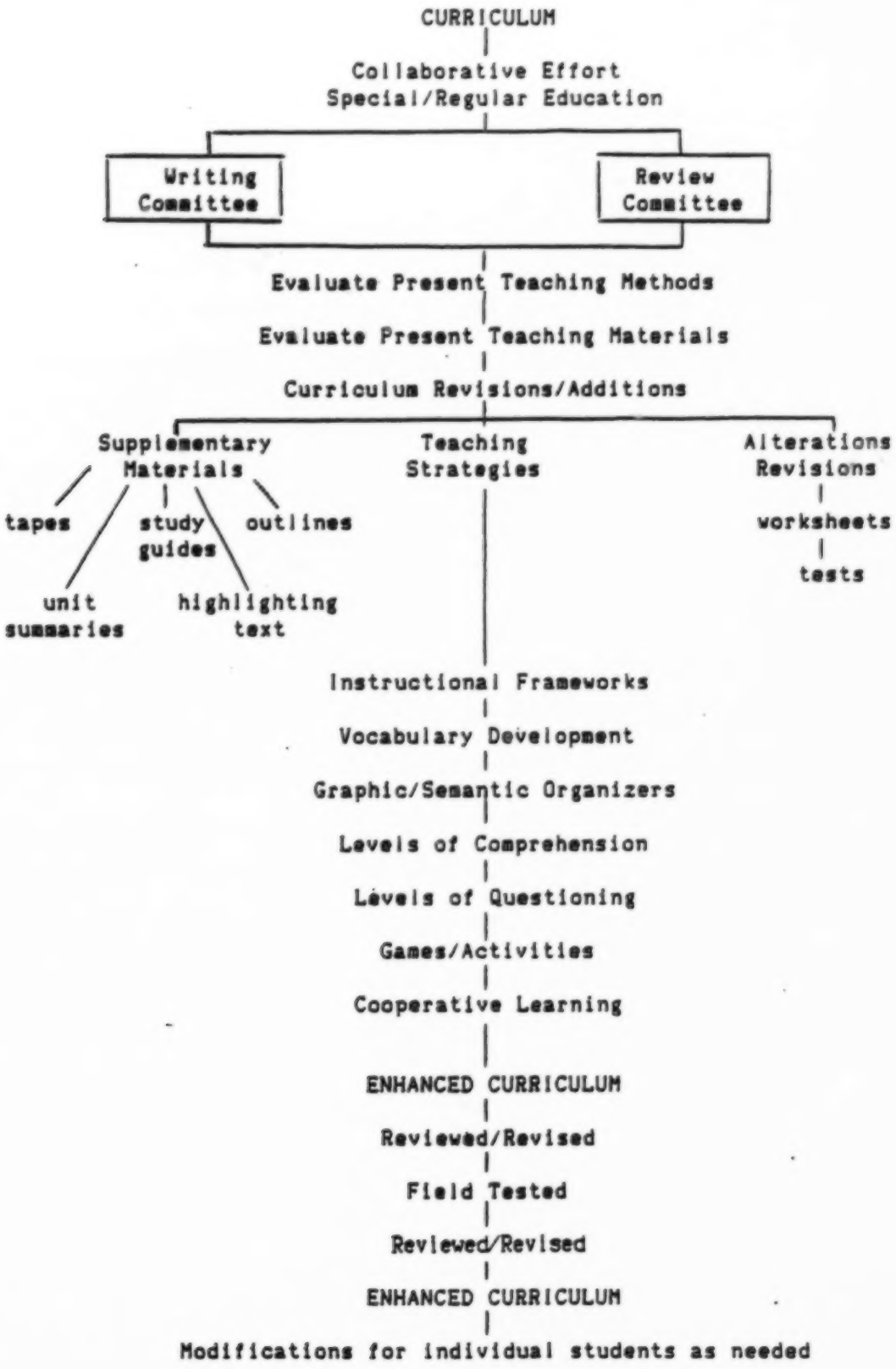
Collaborative Curriculum Development

Curriculum Committee

In meeting the goal of planning curriculum and instruction for mainstreaming students who are learning disabled, it is recommended that a joint committee of regular and special education teachers be established to collaboratively review and revise the present curriculum and instructional strategies used in the regular classrooms. Figure 2 represents a process for establishing a writing committee to either rewrite or review the present curriculum. Rewriting the curriculum is a more comprehensive approach and requires a long term commitment on the part of administration and teachers. A review of the present curriculum, on the other hand, would allow teachers to evaluate present curriculum materials and make minor revisions necessary for student success. Either approach would allow regular and special education teachers to collaborate on the materials and instructional strategies to be used in the regular classroom.

It is imperative that the committee members be familiar with the objectives of each course. Careful consideration must be given to the Core Competencies and Key Skills (1986) established by the State of Missouri

Figure 2


CURRICULUM
Collaborative Effort
Special/Regular Education
Writing Committee
Review Committee
Evaluate Present Teaching Methods
Evaluate Present Teaching Materials
Curriculum Revisions/Additions
Supplementary Materials
Teaching Strategies
Alterations Revisions
tapes
study guides
outlines
worksheets
tests
unit summaries
highlighting text
Instructional Frameworks
Vocabulary Development
Graphic/Semantic Organizers
Levels of Comprehension
Levels of Questioning
Games/Activities
Cooperative Learning
ENHANCED CURRICULUM
Reviewed/Revised
Field Tested
Reviewed/Revised
ENHANCED CURRICULUM
Modifications for individual students as needed

for each curriculum area as well as the goals and objectives established by the local school district. Once the goals and objectives are clear and logically organized into an appropriate instructional sequence; it is the task of the committee members to critically evaluate all teaching methods and instructional materials relative to their effectiveness in meeting the established goals and objectives of the course as well as to their effectiveness in meeting the needs of individual learners.

This evaluation will hopefully result in curriculum revisions, additions, and supplements that will enhance the learning of all students but, more importantly, will maximize the learning potential of those students who exhibit learning difficulties. Figure 2 outlines the three areas of curriculum reform that have proven to be successful in the Park Hill Model: the inclusion of supplementary materials, the establishment of effective teaching strategies for instruction, and the alterations and revisions of present instructional materials.

Supplementary Materials

A major task of the curriculum committee will be to develop a set of instructional supplements (additional and more than average) that correspond to each unit of

instruction. Such supplements will provide the collaborating teachers with extended appropriate experiences for students with a variety of learning difficulties. These supplements could include tapes of the text, related filmstrips and videotapes, alternative textbooks and workbooks, highlighted textbooks, study guides, and unit outlines. Because textbooks vary in the clarity with which they explain a particular idea or process, the provision of alternative resources allows any learner who is having difficulty understanding a particular concept the opportunity to find more effective explanations.

Teaching Strategies

Another major task of the committee will be to research and collect appropriate classroom teaching strategies and then effectively utilize specific strategies to reach desired goals. As outlined in Figure 2, these teaching strategies might include instructional frameworks, vocabulary development activities, graphic and semantic organizers, comprehension and questioning techniques, games, and cooperative learning tasks. Once appropriate teaching strategies have been collected, the committee members can determine which strategies can best meet specific goals.

Students who exhibit learning disabilities or other learning difficulties may require various types of instructional methods to achieve success. The same content and objectives can be learned by students with various learning styles through the use of alternative teaching strategies. Some students will need more concrete illustrations and explanation, more repetition and review, more structure and order, and more approval and reinforcement. Whatever the individual need, the teachers should be able to provide the opportunity for success.

The presence of a greater variety of instructional strategies should help both teachers and students overcome feelings of defeatism and passivity about learning. When students cannot understand a particular lesson, both the teacher and students should be reassured that alternatives are readily available. Furthermore, alternative teaching strategies not only help individual students overcome specific learning difficulties but also allow other students to utilize alternative ways to comprehend new ideas.

Alterations and Revisions

After years of instruction, most teachers collect files of worksheets that relate to the objectives of their content class. Many of these worksheets are appropriate for instructional purposes, some are not. The committee members need to evaluate the appropriateness of each worksheet discarding those that are inappropriate and those that do not relate to the objectives of the course. All remaining worksheets should be carefully scrutinized for any possible improvements. In general, students with dysfunctional learning patterns cannot perform well when worksheets are illegible, when directions are confusing, when too much information is presented, or when a worksheet is cluttered with visual stimuli.

Classroom tests also need to be carefully evaluated. Each test item must relate to an established objective. All students have the right to know what is expected of them and what they will need to know to achieve success. All unrelated test questions should be discarded. Second, each test item should be evaluated as to the level of comprehension expected of the student. All information should be tested at the same level of comprehension as it was presented in the

classroom. Finally, the test should vary in format using matching questions, some fill in the blank, some multiple choice, and some essay.

The Park Hill curriculum committees found the following alterations to test construction to be highly beneficial to all students. First, no more than 10 to 15 test items were presented in the same format together. For example the revised test might consist of 10 matching, followed by 15 multiple choice, followed by 10 fill in the blank etc. Second, matching items were always presented with the longer phrase to the left of the page followed by the single matching item to the right of the page. This format allows students with poor test taking strategies to utilize their time to the best of their advantage. When this format is reversed, with long answers to the right of the page, many students would read each long answer every time they completed an item. Third, a word bank was frequently developed for fill in the blank questions. This allows dysfunctional learners to spell words correctly and aids in the recall of information. Distracters in the word list help insure that the students' understanding is truly being assessed.

Enhanced Curriculum

Through the development of supplementary materials, appropriate teaching strategies, and curriculum revisions and alterations the curriculum committee produces an enhanced curriculum. This enhanced curriculum allows for divergent teaching and learning styles in the classroom, provides motivation and reinforcement for all students, and enhances the chances of success for all students. This enhanced curriculum, furthermore, meets all the goals and objectives of the state education agency and local school district and provides all teachers with appropriate instructional materials and strategies for their content area.

An enhanced curriculum requires feedback and field testing. All components of the curriculum developed by the committee should be evaluated by other teachers in the field for further revisions and suggestions. Students should also be allowed to give feedback as to the usefulness of each curriculum component. Furthermore, each time a strategy is used in the classroom, it should be evaluated as to its usefulness and success in transferring knowledge to students. An enhanced curriculum is never in final form. It will constantly be in need of revision and review.

As noted in Figure 2, individual modifications of curriculum are made after the enhanced curriculum has been developed. The curriculum should now meet the needs of most students but will not meet the needs of every student. There will still be those students with specific learning disabilities who can profit from regular classroom instruction but require very special modifications tailored to their specific learning needs. For example, a student with very poor fine motor control may need to have written assignments adjusted or may need to use the tape recorder in responding to worksheet and test items.

Class Within a Class

Administrative Concerns.

The support and flexibility of the administrators who are charged and committed to implementation of this model is critical to it's success.

Administrative Support. Total involvement of all district administrators will create an awareness and a belief in the need for change. Administrative support depends on the planning and communication among the board of education, central office and building level administrators. Once implementors have the model underway, there is a need for constant and consistent

administrative reassurance and commitment. Recognizing that change in commonly accepted practices in American education are not easily accomplished, administrators from all levels need to provide support. Periodic planning, monitoring progress, providing staff development, classroom observation and specific evaluation strategies are essential for maintaining a supportive level of administrative involvement.

Careful planning and establishing a need for change from within the building will create a level of ownership in the model and build enthusiasm for creative change. Therefore, it is recommended that a school district begin by establishing a program development committee at the building level. This committee is charged with the responsibility of program oversight, including, determination of major concerns, establishing priorities and needs and developing implementation strategies. It would be represented by the building principal as a committee chairman, with equal representation from regular and special education, guidance and counselling services and central office instructional leaders.

In the process of communicating, it is important that the program development committee reach a consensus concerning the project philosophy and goals. If implementors do not agree on the most common and basic of principles, then they will conflict in subsequent implementation activities that will place the project at risk. Sharing ownership will enhance future commitments and enthusiasm for the project. Single ownership can create resentment.

Maintain Class Within a Class as a regular class. A common assumption among administrators, counselors, and some teachers is that this class is remedial. Since two teachers are in the class, there is a tendency to over schedule regular students into this class who have learning and/or behavior problems. The total number of students within this classroom (Class Within a Class) should not exceed 24 students with half being learning disabled and the other half randomly selected from the general population. Any attempt to alter the characteristics of the regular population will jeopardize the integrity of this program. A consistent monitoring and evaluation of the project is the best method by which to avoid such destructive practices.

Awareness and Dissemination. The district should take advantage of this opportunity to inform the community and district personnel of this initiative to improve curriculum and programs for students with special needs. It can be an opportunity to demonstrate a service delivery system that is representative of the intent of least restrictive educational environment. Arrange for dissemination activities to include community service organizations, faculty meeting orientation, presentations to the Board of Education and the general public, PTA, other organizational meetings, newsletters, and community media services.

Teacher Selection

Teacher compatibility. Teacher compatibility is the most important ingredient for success. Any program is only as good as the individual involved. It is essential to choose teachers who have demonstrated effective teaching practices. Do not sacrifice your project by involving ineffective personnel.

Teacher selection should be accomplished by following the best administrative practices in your district. Teacher participation could originate from within your faculty on a volunteer basis or by an administrative selection process. Depending on the district and school

involved, administrative techniques may need to be used to stimulate concern and interest at the building level.

To establish interest, you may identify and plot student success and failure. Involve regular content area teachers in a survey of why students fail in the key content areas. Provide leadership but allow for solutions to surface from the teacher thus establishing ownership in the program. Not all will agree, so seek assistance in resolving the problem of curriculum and instruction. Seek suggestions for alternatives and mold the outcome into the use of components that address student and teacher need. Use all resources to establish advocacy for adopting a project.

When selecting teachers, consider the following characteristics.

1. Similarity in organizational style.
2. Similarity of teaching style.
3. Similarity of discipline style.
4. Willingness to adapt and be flexible.
5. Willingness to have another professional in the classroom.
6. Interest in participation.
7. Understanding and acceptance of disabled learners.
8. Willingness to change teaching practices and adopt new strategies.

Role of the teacher. The Class Within a Class concept should be implemented as a REGULAR class. It is the responsibility of the regular teacher to maintain that integrity, teach the same material and make basically the same requirements except when individual needs of students with learning disabilities necessitate adaptations. The special education teacher is not a teacher aid, but is a cooperating teacher and a resource to students. Regular students may become too dependent due to the availability of help. Both teachers should work to insure that students are responsible for their own work.

Responsibilities for a teacher of students with learning disabilities:

1. Adapt tests and assignments.
2. Re-explain and re-teach concepts or material.
3. Teach memory aids, mnemonic devices.
4. Read assignments orally.
5. Teach learning strategies.
6. Observe to make sure students are making their best efforts at note-taking.
7. Read tests aloud to students with poor reading skills.
8. Outline text.

9. Highlight text.

10. Make Xerox copies of notes when needed.

11. Daily record learning progress and behavior of students.

12. Make diagnostic decisions concerning the learning levels and styles of students.

Collaborative responsibilities with the regular classroom teacher:

1. Take role so class can start immediately.

2. Grade papers and record grades.

3. Explain make-up work to absentees.

4. Take notes on overhead or board.

5. Give individual help to learners.

6. Review material before tests.

7. Maintain optimum parent contact with both special and regular students.

8. Spread good ideas from one teacher to another.

9. Determine grades.

10. Cooperate in worksheet and test development.

11. Provide instruction to the entire class.

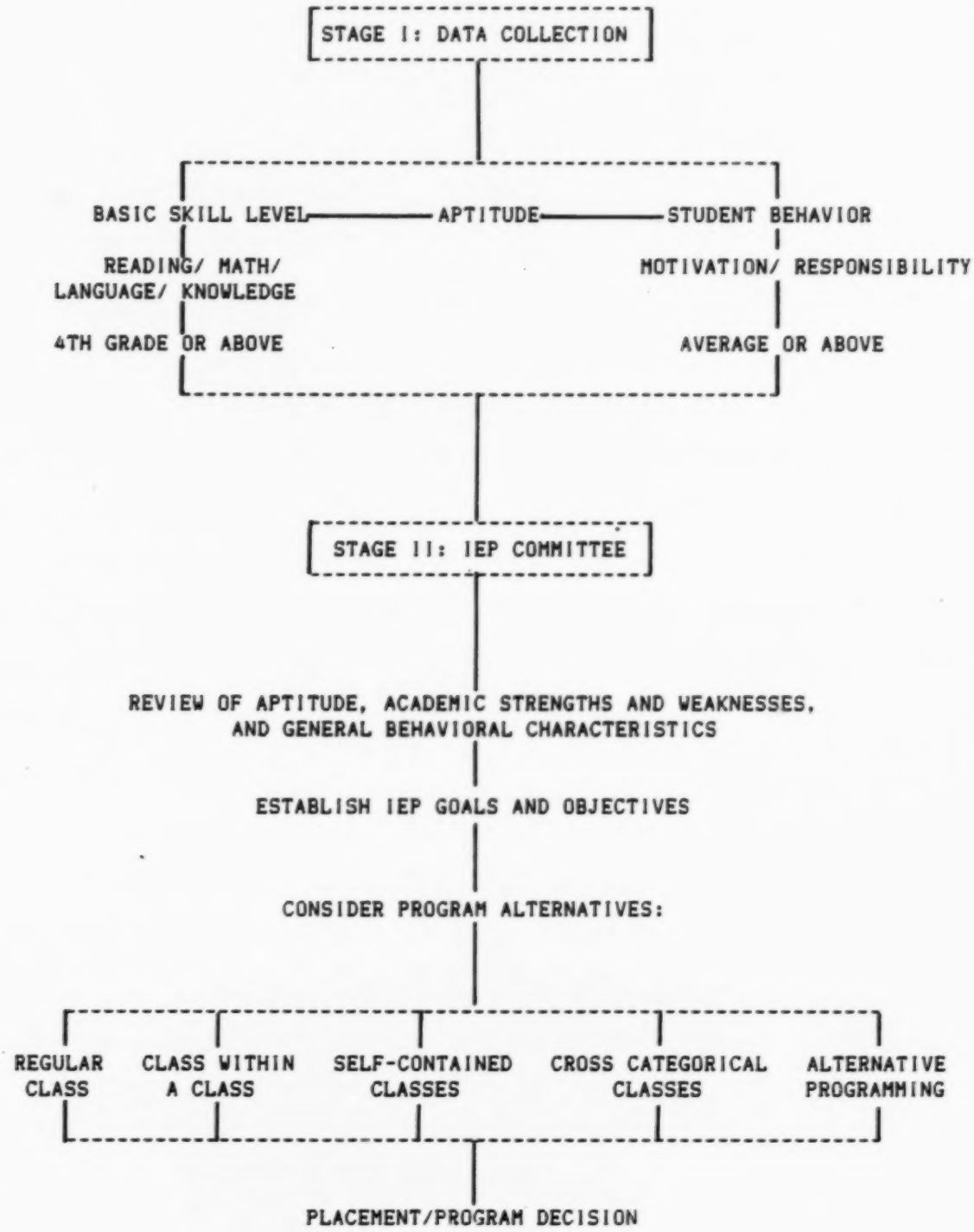
12. Maintain awareness of effective teaching practices.

Student Selection

Data Collection. The Class Within a Class model has been developed to serve students with mild to moderate learning disabilities, who have the aptitude to profit from regular classroom instruction and the willingness to utilize effective study strategies in their mainstreamed classes. However, it is not appropriate for all students with learning disabilities. Careful consideration must be given to a student's level of basic skill attainment as well as to the student's level of motivation, responsibility, and desire to succeed. The process of student selection is depicted in Figure 3.

All students must have a comprehensive evaluation that determines that they meet the criteria for placement in a learning disability program. (See Missouri State Plan on eligibility criteria for learning disabilities). The success of students in this model is predicated on the assumption that students are learning disabled and have the cognitive ability to learn. Students who are slow learners, behavior disordered, or mildly mentally handicapped, or students who have other interfering factors that preclude their learning may not be successful in this model.

Figure 3 Student Selection



The first determining factor for selection is basic skill attainment. Research suggests that adolescents who are learning disabled and have achieved a reading level of 4th grade or above can successfully complete regular classroom requirements when given instruction in effective learning strategies. Therefore grade equivalent scores are tabulated for all students who might be considered for this program. The achievement cluster of the Woodcock-Johnson Psycho-Educational Battery (Woodcock and Johnson 1977) is frequently used with adolescents in obtaining reading, math, written language and knowledge scores, but any valid and reliable achievement test can yield similar information. This information is most often taken from each student's most recent comprehensive evaluation. These scores are then recorded for each student on a form similar to that in Figure 4. This is the most important part of the objective data collected.

In addition to grade equivalent scores, IQ scores are also reviewed as to determine the aptitude of the student being considered for Class Within a Class. These scores are usually taken from the student's most recent evaluation and usually reflect assessment using the Wechsler Intelligence Scale for Children-Revised

Figure 4 Data Collection Worksheet

STUDENT	(--------OBJECTIVE DATA--------)					
	IQ SCORES	GRADE WHEN TESTED	READING G.E.	MATH G.E.	WRITTEN LANG. G.E.	KNOWLEDGE G.E.
Scott	107/121/ 115	7	4.9	6.2	7.6	7.4
Robert	114/111 114	9	2.9	7.1	3.6	12.9/57
Michael	94/126 111	8	8.8	7.3	5.3	9.8
Jay	88/95 91	7	3.0	4.2	--	--

STUDENT	SUBJECTIVE DATA		PROGRAM ALTERNATIVES
	RESPONSIBILITY LEVEL	MOTIVATION LEVEL	POSSIBLE CONSIDERATIONS FOR IEP COMMITTEE
Scott	Superior	Superior	CWC for Language Arts only.
Robert	Average	Average	CWC because of aptitude, responsibility, & motivation even though objective criteria not met.
Michael	Average	Average	CWC - meets both objective and subjective criteria
Jay	Poor	Poor	Consider cross-categorical or self-contained classes for all academics

CODE FOR SUBJECTIVE DATA: Superior/ Above Average/ Average/ Below Average/ Poor

(Wechsler, 1974). In Figure 4 the first score represents the student's verbal score, the second his performance score, and the third his full scale score.

The second determining factor for student selection is a subjective analysis of each student's behavior. As outlined in Figure 4, teachers rate each student in the areas of responsibility and motivation. This area of data collection is important since some students may meet the objective criteria in all areas but lack the motivation and responsibility to succeed in the mainstream. For example, Jay meets the criteria in the area of mathematics and could possibly be placed in a Class Within a Class for math. However, his responsibility and motivation level appear to be poor and the likelihood for success in the mainstream is doubtful. On the other hand, Robert does not meet the objective data for Language Arts since his reading and written language scores are measured below a fourth grade level. However, the teacher is recommending him for Class Within a Class placement because his potential or aptitude for learning appears to be high and his motivation and responsibility level is average for his age.

Individualized Educational Plan (IEP) Development. Once data has been collected the IEP committee can meet

to make programming decisions and develop appropriate goals and objectives. Committee members are encouraged to review both objective and subjective data, consider all program options, and consider the recommendation of the teachers who have worked with the student. Parents or guardians must be aware of all options available for the student.

As noted in Figure 3, program options might include: regular class, Class Within a Class, self-contained, cross-categorical, or alternative programing. Using a chart as in Figure 5, teachers who have collected the objective and subjective data can check appropriate program options for each student. For example, Scott was recommended for regular classroom placement except for Language Arts, for which Class Within a Class was recommended because of low reading and written language scores. Robert on the other hand was recommended for placement in Class Within a Class for all academic areas except for math for which regular classroom placement was recommended because of high mathematical ability and interest. Michael was recommended for Class Within a Class for all areas while Jay was recommended for the resource room or cross-categorical program for all academic areas.

Figure 5 Data Collection

	Cross Categorical				Class Within a Class				Mainstream			
	LA	Ma	SS	Sc	LA	Ma	SS	Sc	LA	Ma	SS	Sc
STUDENT												
Scott					✓					✓	✓	✓
Robert					✓		✓	✓		✓		
Michael					✓	✓	✓	✓				
Jay	✓	✓	✓	✓								

If the committee decides for the Class Within a Class option for any academic class then goals and objectives for that class can be developed. IEP goals and objectives should relate directly to expected student performance. In general students identified as learning disabled and placed in Class Within a Class are expected to meet basic curriculum requirements and will be graded on the same scale as other students. Exceptions are made on an individual basis when a specific learning disability might preclude student success. Any exceptions or major curriculum modifications should be noted in the student's IEP.

The following goal and objectives are offered as a suggested format for general IEP development:

A. Goal: Michael will demonstrate the ability to perform curriculum requirements for Language Arts.

B. Objectives:

1. Michael will bring all needed materials to class.
2. Michael will follow directions.
3. Michael will listen attentively and respectfully in class.
4. Michael will attempt note taking when appropriate.
5. Michael will have no more than one absence per semester without a valid excuse.

6. Michael will receive no more than one unexcused tardy per semester.

The IEP committee must also establish the level of competency expected for each individual student (i.e., 75%, 80%, 90% etc.). For further information on IEP Development see Missouri State Plan on IEP Development.

Scheduling. Scheduling is one of the most important activities related to the success of this program. From an administrative view point scheduling is usually done in a certain way because of tradition. Schedules are often designed for administrative expediency around technological restraints and teacher convenience or preference. In these cases, scheduling takes precedence over what is appropriate educational practice. The lack of flexibility in scheduling can be a detriment to the success of this program. The following suggestions should minimize complications in scheduling:

1. Assign one person to be responsible for scheduling and communication. It is not realistic to assume that all persons responsible for scheduling will have as a priority the individual scheduling needs of exceptional students.

2. Maintain the integrity of the Class Within a Class concept by keeping the class size within appropriate instructional limits:

   (a). Number of students in Class Within a Class should not exceed the average class size within the school.

(b). A balance of regular education and special education students must be maintained not exceeding a one to one ratio.

3. Avoid the "dumping ground" syndrome by not overloading the Class Within a Class with regular students who demonstrate learning and behavioral difficulties.

4. Minimize schedule changes after the beginning of a semester.

5. Individual changes must be considered when a student is not successful in this program. First determine why this model is not working for an individual student. Before blaming the model for the lack of success, consider the ability, motivation, and attitude of the student; parental involvement and support; and the teaching practices of the regular and special education teachers and the support of building level administrators and counselors.

Learning Strategies Curriculum

For maximum success, students with learning disabilities who are participating in Class Within a Class should be scheduled for learning strategies instruction in the resource room. The learning strategies class provides the teacher an opportunity to observe and monitor student assignments, to evaluate classroom behaviors, and to instruct the students in specific learning strategies. In order to emphasize the importance of instructions in learning strategies and to motivate the students, it is recommended that credit be given for successful performance.

Instruction in learning strategies is an important content for developing transition and coping skills. Therefore, school districts are encouraged to develop a comprehensive learning strategies curriculum.

Program Evaluation

The evaluation of this program focuses on the following four areas:

1. The appropriateness of the curriculum used in the classroom.
2. The success of students involved in the program.
3. The satisfaction of consumer: students and parents.
4. The evaluation of teacher performance.

Evaluation of Curriculum

Critique and Review

All instructional activities need to be evaluated in relation to their organization and their appropriateness to meet the needs of all students. Teachers chosen from related content areas but not participants in the writing of the curriculum should read, review, and critique all instructional strategies and materials developed for this model. They should be asked to make written suggestions relative to the scope, sequence, general content relevance, degree of completeness, appropriateness of adaptations, and adequacy and appropriateness of resources. All critiques need to be reviewed and discussed by the writing teams. Where

agreement is reached as to the advisability of implementing the critiques they are incorporated into the product prior to implementation in the classroom.

The following Curriculum Project Evaluation Form (Exhibit 1) is an example of a rating form offered as a suggested format for evaluating the curriculum component. This is only a sample form and may not exactly fit the needs of every school district.

Exhibit 1 Curriculum Project Evaluation Form

PERSONAL USABILITY

1. Is this material usable? Yes No
   Comment:

2. Would you use this material? Yes No
   Comment:

3. Are there additional curriculum resources you are aware of that should be part of this project?
   Yes No
   Comment:

4. Are there other learning strategies you are aware of that should be part of this project? Yes No
   Comment:

5. Do you think teachers will need a planned staff development time to go over this material, its orientations, project's purpose, and implementation of strategies? Yes No
   Comment:

Exhibit 1 Continued

Project: Physical Features

	Low				High
1. General Appearance	1	2	3	4	5
2. Organization	1	2	3	4	5
3. Binding	1	2	3	4	5
4. Typing	1	2	3	4	5
5. Illustrations	1	2	3	4	5
6. Spelling Accuracy	1	2	3	4	5
7. Writing Style	1	2	3	4	5
8. Writing Organization	1	2	3	4	5
9. Ease of Reading	1	2	3	4	5
10. Allowance for making additions	1	2	3	4	5

REMARKS AND SUGGESTIONS:

Exhibit 1 Continued

Project: General Evaluation

On a scale of 1-5, with 1 being the lowest and 5 being the highest, please rate each of the following statements:

	Low				High
1. The material meets the project's goals:	1	2	3	4	5
2. The material meets each unit's objectives:	1	2	3	4	5
3. The suggested sequence of each unit is adequate:	1	2	3	4	5
4. The scope/coverage of each unit is adequate:	1	2	3	4	5
5. The adaptations are appropriate for students with learning problems:	1	2	3	4	5
6. The strategies and teaching activities are usable in the classroom:	1	2	3	4	5
7. The objectives and activities are related:	1	2	3	4	5
8. The objectives of each unit are measurable:	1	2	3	4	5
9. The objectives are teaching objectives:	1	2	3	4	5

Exhibit 1 Continued

10. Objectives are clear for the students:	1	2	3	4	5
11. The material is presented in a learning hierarchy:	1	2	3	4	5
12. The suggested test items are representative of the objectives:	1	2	3	4	5
13. Test items reflect all levels of acquisition: Awareness, Knowledge/Recall, Application, Generalization:	1	2	3	4	5
14. Curriculum design provides the dysfunctional learner adequate support in learning at an acceptable level:	1	2	3	4	5

Student Success

The second part of evaluation focuses on the success of the students involved in Class Within a Class. This evaluation will consist of mastery of content curriculum, improvement of study skills, and improvement of classroom behavior.

Mastery of Content Curriculum

Grade distributions for students with learning disabilities in Class Within a Class should at least approximate the normal curve. The success of the program is based upon passing grades. In general, most of the students in this program should at least master the core competencies and key skills established for Missouri schools.

Experience suggests that a small percent of adolescents with learning disabilities might not successfully complete basic classroom expectations, even with the best of staff and the most appropriate materials. This model of delivery is not a guarantee for student success. While every effort is made to accommodate a student's handicapping condition, each student must assume the responsibility to fulfill classroom requirements.

Improvement of Study Skills

In part, the success of the program is also based upon improvement in student study habits and classroom cooperation. Teachers need to keep daily records on how students with learning disabilities function relative to attentiveness, classroom participation, completion of homework assignments, and notetaking skills. Marked improvement in the above skills should become apparent over a period of a semester or a year.

Maintenance of Satisfactory Behavior

Teachers should record the following behaviors on a daily basis: attendance, tardiness, uncooperative nature, and office referrals. The following Behavior Checklist is offered as a suggested format for collecting daily information on student performance in both the areas of study skills and behavior. (See Exhibit 2).

Consumer Satisfaction

Student Evaluation

Program success is also based upon each student's satisfaction with this model of delivery. Students should be asked to evaluate the type of service they are receiving and should be allowed to comment and make suggestions. Students have valuable information about the helpfulness of various activities and worksheets,

Exhibit 2 Behavior Checklist

CLASS_____HOUR_____DATE_____

CHECK ONLY IF UNDESIRABLE BEHAVIOR OCCURS (✓)

STUDENT NAMES	Absent	Tardy	Brought necessary materials	Disruptive classroom behavior	Assignments completed	Followed directions	Attentive & respectful listening	Note taking was appropriate	Office referral for behavior	Took part in group discussion	

about the clarity of worksheets and assignments, and about the quality of classroom instruction. See Exhibit 3 for an example of a student evaluation form.

Parent Evaluation

Parents, also, can give staff valuable information concerning the success of the program. Parents should be consulted as to the attitude of the student toward school, as to the confidence level of the student, and as to the student's satisfaction with Class Within a Class model of delivery. See Exhibit 4 for an example of a parent evaluation form.

Evaluation of Teacher Performance

Accompanying the implementation of any new approach in education is the need to evaluate its effectiveness. In this case it is important to differentiate between program or model evaluation and evaluation of teacher performance.

Administrators responsible for evaluation must recognize the variables that are associated with success or failure of this model. Successful implementation can and should be attributed to effective teacher performance. However, one must also recognize that other implementation variables can also exist that affect the success of the program and, therefore, should not be a

Exhibit 3

STUDENT EVALUATION FORM

Student Name:_____

For each question below check the one box that best describes your feeling about the question.

1. Do you feel that you have benefited from having two teachers?	Very much benefited	Some benefit	little benefit	very little benefit	no benefit
2. Have you found learning the ideas in this class more enjoyable than in other classes you have attended?	Much more enjoyable than other classes	More enjoyable than other classes	no different than other classes	less enjoyable than other classes	Much less enjoyable than other classes
3. Do you feel that the worksheets have helped you understand and remember the ideas presented in class?	Have been a great help	have been more helpful than in other classes	no different from other classes	have been of little help	have been of no help
4. Do you feel you have been successful in this class?	Very successful	more successful than in other classes	no more successful than in other classes	less successful than in other classes	not at all successful
5. How do you see student behavior in this class compared to other classes you attend?	Very good	slightly better	no different	slightly worse	much worse

PARENT EVALUATION FORM

Name of Student: _____

(Please evaluate the following statements by checking the one box that best describes your present feeling about each question below.)

1. Has your child's attitude toward science and/or social studies improved with this "cooperative teaching model"?	Very much Improved	Slightly improved	No Improvement	Slightly worse attitude	Much worse attitude
2. How would you compare this "cooperative teaching program" to a program in which your child would be taught science and social studies in an LD classroom?	Much better	Slightly better	no better	Slightly Worse	Much Worse
3. How confident do you feel your child is about his/her ability now that he or she attends science and social studies in the regular classroom?	Much more confident	Slightly more confident	no difference	Slightly less Confident	Much less Confident
4. How satisfied are you with this method of LD service?	Very Satisfied	Slightly Satisfied	no difference	Slightly dissatisfied	very dissatisfied
5. How much assistance does your child now require in the completion of homework assignments?	Much more assistance than usual	Slightly more assistance than usual	No more assistance than usual	less assistance than usual	Much less assistance than usual

Please make any comments about the program that you would like to share with the staff:

reflection on the teacher's performance. Examples of such variables are, class size, scheduling, administrative support and characteristics of regular and special students being served in this model. The evaluation of regular and special teachers in this model, will require consideration of the level of awareness concerning the roles and responsibilities of the educators involved. Through the process of program development and inservice training, district personnel should establish and communicate an appropriate teacher evaluation process.

A performance based evaluation model is a common method used by districts in Missouri for evaluating teacher performance. It is appropriate to evaluate teachers implementing this model by using descriptors that represent effectiveness in:

1. instructional techniques
2. classroom management
3. interpersonal relationships
4. professional responsibilities

Since the model requires collaborative teaching activities, the evaluator must be aware of the role of each teacher and be selective in identifying specific

descriptors that relate to the respective roles and responsibilities. The quality of evaluation in this case will be dependent on the level of understanding the evaluator has for this instructional model

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STATE OF MISSOURI

GUIDELINES FOR PROPOSALS TO INITIATE CLASS WITHIN A CLASS: A SERVICE DELIVERY MODEL

Class Within a Class is a service delivery model in which identified handicapped students are served in the regular classroom by the special education teacher who plans and works collaboratively with the regular classroom teacher. In this model, the regular classroom teacher continues to be primarily responsible for the course content and the teaching of that content while the special education teacher is responsible for monitoring the progress of each special education student, providing modified materials, consultation with the regular classroom teacher, and reinforcing various learning strategies or study skills. The implementation of this model will vary from district to district as the administration, regular classroom teacher, and the special education teacher plan in collaboration to meet the specific needs of the handicapped students.

Population to be Served

The population to be served are those students who have been identified as being mildly handicapped and whose IEP indicates that they will be able to achieve objectives in the regular classroom setting with support services. Some of these students may be in transition

from a resource room back to the regular classroom. Others may receive part of their needed services in a resource room and part of their services in the regular classroom with the support of the Class Within a Class concept. The combined analysis of information from evaluation, both formal and informal, as well as the goals and objectives from the IEP must substantiate that the students will benefit and make adequate progress in the regular classroom if appropriate modifications (i.e., modification of presentation, curriculum, teaching strategies, materials) are made. This model then may be most appropriate for mild LD and BD students. Based on individual IEPs, however, there may be some EMH students who might be appropriately served in various regular classes.

Identification

Only those students who have been identified as handicapped and who have a written IEP will be served in the Class Within a Class service delivery model. This determination must be made by utilizing established evaluation procedures, eligibility criteria, and identifying appropriate program needs.

Continuum of Services

A continuum of services must be available in each school district. Class Within a Class will not prove effective for all identified handicapped students. Therefore, other service alternatives must continue to be present and available.

Responsibilities and Roles of Personnel

The roles and responsibilities of staff members may vary slightly from district to district based on the particular design of implementation and program format. There are some critical elements, however, that must be noted.

- It is critical that the district level administration and building level administration have a full understanding of the intent of Class Within a Class and the parameters for implementation. The administration must be committed to maintaining the integrity of class size, supporting the appropriate utilization of the special education teacher in the regular classroom, and assuring that appropriate modification will be made to facilitate learning. Full administrative support is crucial to the success of this model.

- Teachers, both regular and special, must have the ability and willingness to work collaboratively. Teaching and discipline styles must be taken into consideration. Both teachers must have the willingness and ability to adapt and be flexible, and the regular classroom teacher must be willing to have another professional in the room. Because of the collaboration necessary between regular and special education teachers to make Class Within a Class successful, the choice of teachers is critical.

- The special education teacher is a professional and a specialist and must not be utilized as an aide. Those activities which could be performed by an aide are shared between the regular and special education teacher. The special education teacher must not be placed in particular classes because of class size or number of slow learners.

I. The Role of Administration is:

A. To provide the administrative support and guidance to assure appropriate utilization of staff and implementation of program format.

B. To assist in the scheduling of students.

C. To provide guidance and assurance that Class Within a Class be implemented as mainstreaming into the regular classroom and to guard against the creation of remedial classes.

D. To evaluate program effectiveness.

II. The Role of the Special Education Teacher is:

A. To facilitate collaborative planning with the regular classroom teacher in the ongoing development of materials and/or curriculum.

B. To be knowledgeable about methods of presentation and teaching strategies and to consult with the classroom teacher in regard to presentation and strategies.

C. To observe the special education students on a continual basis for the purpose of monitoring student progress and clarifying student needs to provide feedback to the regular classroom teacher and to facilitate daily planning.

D. To assist in gathering data for program evaluation.

E. To provide individual or small group work to clarify or reinforce concepts taught or to clarify directions.

F. To identify and/or develop modified curriculum with the classroom teacher to meet individualized instructional objectives developed for each student and assist the regular classroom teacher in implementing such materials.

G. To monitor student progress by maintaining documented progress records and to reevaluate student needs on a daily basis.

H. To teach, monitor, and reinforce learning strategies/study skills.

III. The Role of the Regular Classroom Teacher is:

A. To plan collaboratively with the special education teacher in the ongoing development of materials ad curriculum.

B. To demonstrate willingness to modify curriculum and/or methods of presentation.

C. To become knowledgeable of various teaching strategies and to demonstrate a willingness to change strategies when necessary to meet student needs.

D. To maintain the integrity of instruction.

E. To acquire a basic understanding of the needs of handicapped students.

Caseload Standards

1 FTE = 10 to 20 special education students.

Scheduling/Class Size

The goal in scheduling is to maintain an appropriate balance of regular and special education students. No class should have more than 50% handicapped students and a ratio of 40/60 would be ideal. If possible, students should be scheduled into classes at the beginning

of the semester to avoid disruptions and control excessive class size. Scheduling of students should not increase class size beyond that of other classes in the same subject area.

Required Components of a Class Within a Class Proposal

The written proposal must address the following:

I. Rationale to document the proposed program's soundness, benefit to students, and support of local board of education and parents:

   A. Provide a basis for implementing the proposed program, a narrative which includes:

      1. Literature review/references/program visited

      2. Benefit to students

      3. Commitment of district

      4. Support of administration and local board

      5. Response and support of parents and instructional staff to proposed program

      6. Rationale for need of program.

   B. Describe existing special education program(s) through narrative and/or use of chart.

   C. Describe changes which will occur as a result of the implementation of Class Within a Class through narrative and/or use of chart.

II. Description of the proposed program:

   A. Describe program goals and objectives.

   B. Describe program format. The following are brief descriptions of possible formats:

1. Tutorial -- Handicapped students are served in the regular education program with additional instruction by the special education teacher. The special education teacher provides direct instruction in various specific content areas to individuals or small groups of handicapped students. The special education teacher will assist the regular teacher in clarifying, reinforcing, or modifying materials/presentation to facilitate learning.

2. Curriculum/Support Service -- The special education teacher and the regular classroom teacher plan collaboratively to develop curriculum and materials. The special education teacher and the regular education teacher work together to implement these materials. Emphasis is given to developing teaching/learning strategies to support the acquisition of learning.

3. Combination -- Some formats may be a combination of the above formats. Many of the students served in the Class Within a Class will also receive a portion of their services in a resource room setting.

   Any of the above formats may include the teaching of learning strategies/study skills and/or the implementation of teaching strategies. Each format must also include the critical elements described under <u>Responsibilities and Roles of Personnel</u>.

C. Describe how students are determined to be eligible for entrance into Class Within a Class. Describe the characteristics of students who will be served in this model.

D. Describe categories to be served (nature of handicap, severity). Include grade levels (elementary levels, secondary levels, vocational levels, subject areas), and number of students in the target population. Describe through narrative and/or use of chart.

III. Personnel to serve in the proposed program meet requirement of state law and State Board standards for Exceptional Pupil Aid claims:

A. Describe the staffing of the program to include position, FTE, caseload, grade level, certification, etc.

B. Describe ancillary personnel involved, if any.

C. Include the total teacher/student contact.

D. Describe responsibilities and roles of administration, special education teacher(s), and regular education teacher(s).

IV. Evaluation plan to document process and outcome effectiveness:

A. Describe procedures for measuring student progress. Current year results must be compared to an aggregate of preceding years. In the first year of implementation, it must be shown that students have made progress at least equal to progress which was made in preceding years. Analysis of evaluation may include:

- Grades
- Standardized Achievement Tests
- BEST
- Criterion Referenced Tests developed for Core Competencies
- Tests developed by the district.
- Set/Met IEP Objectives

B. Describe procedures for assessments of perceptions and acceptance of parents, administrators, teachers, and students.